

## **Responding: Visual Imagery Activity Guide**

### **Procedure: Pre Visit Activities**

Explain that you are going to visit (physically or virtually) an exhibit of works by Kentucky craftsmen. As a whole, the exhibit makes a statement about the important role that crafts play in Kentucky's history, culture, and economy. The individual works within the exhibit convey messages and suggest cultural associations through visual imagery. The diversity of messages and cultural associations reveal both the complexity and the inter-relatedness of Kentucky's craft artist community.

You can use the Visual Imagery Power Point to initiate a discussion on responding to visual imagery in terms of messages and cultural associations or you can select images from the KCHEA **virtual gallery at**. Another resource for images of art and crafts in Kentucky museums is

<https://ket.pbslearningmedia.org/collection/kentucky-virtual-art-museum/>

As you and your students discuss the imagery, guide them to use arts vocabulary appropriate for their grade and experience. Also guide them to understand that different people will have different responses to artwork and sometimes interpret the messages or cultural associations differently.

### **Procedure: On-Site Activity**

**Preparation:** Divide students into teams and assign each team 3-4 artworks or allow them to select the artworks they want to target.

If possible, allow students to bring phones or other devices for picture taking.

### **Team Task:**

1. Select the 3-4 artworks you want to explore in depth.
2. If there is accompanying information about the artist or artwork or an artist statement, be sure to read that and discuss it.
3. Discuss the visual imagery of each piece with your group.
  - a. Do you think the artwork conveys a message? What message? What components convey the message?
  - b. Does it have cultural associations? To what culture? What components relate to the culture?
4. Remember that you do not need to come to an agreement. It is all right to have different responses and interpretations.

5. Record your personal response to the artwork. You can do this in words, sketch noting, or by creating a visual image of your own.

### **Procedure: Post-Visit Activities**

1. Ask each group to select one artwork that they researched at the exhibit. Ask them to prepare a presentation analyzing the components of the artwork that conveyed a message or suggested a cultural association. The presentation can provide one interpretation that all group members agree upon or multiple responses to the artwork.

Before they begin work, lead them in creating criteria for the presentation and a scoring rubric appropriate for your class.

2. Working in small groups, have students brainstorm one or more issues or concerns that could be investigated in art-making. Share the ideas in a class discussion. Ask students to propose a topic to explore, the medium they might use, and visual images that might convey their ideas or emotions. Discuss the proposals in small groups. Allow time for each student to create a sketch of their concept. If time permits, allow them to create their proposed artwork.

3. Working in small groups, have students brainstorm one or more visual images that reflect on and reinforce positive aspects of group identity. Share the ideas in a class discussion. Allow students time to work collaboratively to create an artwork that has positive cultural associations.

### **Anchor Standards**

Visual Arts/[Responding](#)

#VA:Re7.2

**Process Component:** Perceive

**Anchor Standard:** Perceive and analyze artistic work.

**NOTE:** This also addresses the Literacy Practices of the Kentucky Academic Standards for Reading and Writing:

1. Recognize that text is anything that communicates a message.
2. Employ, develop and refine schema to understand and create text.
3. View literacy experiences as transactional, interdisciplinary and transformational.
4. Utilize receptive and expressive language arts to better understand self, others and the world.

5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Collaborate with others to create new meaning.
7. Utilize digital resources to learn and share with others.
8. Engage in specialized, discipline-specific literacy practices.
9. Apply high level cognitive processes to think deeply and critically about text.
10. Develop a literacy identity that promotes lifelong learning.

### **Grade-Specific Performance Expectations**

- **Grade 4**

#### **VA:Re7.2.4**

Analyze components in visual imagery that convey messages.

- **Grade 5**

#### **VA:Re7.2.5**

Identify and analyze cultural associations suggested by visual imagery.

- **Grade 6**

#### **VA:Re7.2.6**

Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

- **Grade 7**

#### **VA:Re7.2.7**

Analyze multiple ways that images influence specific audiences.

- **Grade 8**

#### **VA:Re7.2.8**

Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

- **Grade Hs proficient**

#### **VA:Re7.2.HSI**

Analyze how one's understanding of the world is affected by experiencing visual imagery.

- **Grade Hs accomplished**

#### **VA:Re7.2.HSII**

Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- **Grade Hs advanced**

#### **VA:Re7.2.HSIII**

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.